

1 **Chapter 7**

2 **Grade Four—California: A Changing State**

3 **Introduction**

4 • Why did different groups of people decide to settle in California? [What](#)
5 [were the expected benefits and opportunity costs of their choices?](#)
6 • What were their experiences like when they settled in California?
7 • How did the region become a state and how did the state grow?
8 The history of California is rich with ethnic, social, and cultural diversity,
9 economic energy, geographic variety, and growing civic community. The study of
10 California history in the fourth grade provides students with foundational
11 opportunities to learn in depth about their state, including the people who live
12 here, and how to become engaged and responsible citizens. California's history
13 also provides students with the opportunity to develop important language and
14 literacy skills, and to learn that history is an exciting, investigative discipline. As
15 students participate in investigations about the past, they will learn to identify
16 primary sources, understand them as a product of their time and perspective,
17 and put them in a comparative context. Students will also learn to make claims
18 (through writing and speaking) about sources and how to use textual evidence to
19 support a claim. [In the fourth grade, students begin to apply cost-benefit analysis](#)
20 [to decisions made by historical figures and to continue to investigate the human](#)
21 [capital that allows people to achieve their goals.](#)

22

23 The story of California begins in pre-Columbian times, in the cultures of the
24 American Indians who lived here before the first Europeans arrived. The history
25 of California then becomes the story of successive waves of immigrants from the
26 sixteenth century through modern times and the enduring marks each left on the
27 character of the state. Throughout their study of California history, students
28 grapple with questions that seek to understand the impact of (im)migration to
29 California, such as, **Why did different groups of immigrants decide to move**
30 **to California? What were their experiences like when they settled? How**
31 **were they treated when they arrived in California?** These immigrants include
32 (1) the Spanish explorers, Indians from northern Mexico, Russians, and the
33 Spanish-Mexican settlers of the Mission and Rancho period, known as
34 “Californios,” who introduced European plants, agriculture, and a herding
35 economy to the region; (2) the Americans who settled in California, established it
36 as a state, and developed its mining, hide trade, industrial, and agricultural
37 economy; (3) the Chinese, Japanese, Korean, Filipino, South Asians
38 (predominantly Sikhs), and other immigrants of the second half of the nineteenth
39 century and the early decades of the twentieth, who provided a new supply of
40 labor for California’s railroads, agriculture, and industry and contributed as
41 entrepreneurs and innovators, especially in agriculture; (4) the immigrants of the
42 twentieth century, including new arrivals from Latin America and Europe; and (5)
43 the many immigrants arriving today from Latin America, the nations of the Pacific
44 Basin and Europe, and the continued migration of people from other parts of the

45 United States. Because of their early arrival in the New World, primarily because
46 of the slave trade, people of African people of African descent have been present
47 throughout much of California's history, contributing to the Spanish exploration of
48 California, the Spanish-Mexican settlement of the region, and California's
49 subsequent development throughout the nineteenth and twentieth centuries. To
50 bring California's history, geography, diverse society, and economy to life for
51 students and to promote respect and understanding, teachers emphasize its
52 people in all their ethnic, racial, gender, and cultural diversity. Fourth-grade
53 students learn about the daily lives, adventures, decisions, accomplishments,
54 cultural traditions, and dynamic energy of the residents who formed the state and
55 shaped its varied landscape. There can be multiple opportunities for students to
56 learn what citizenship means by exploring the people and structures that define
57 their state.

58 In grade four, emphasis is also placed on the regional geography of
59 California. Students analyze how the different regions of the state have
60 developed through the interaction of physical characteristics, cultural forces, and
61 economic activity and how the landscape of California has provided different
62 natural resources to different people at different times, from the earliest era to the
63 present. Through an understanding of maps, geographic information, and
64 quantitative analysis, students should come away from their California history
65 course with an understanding of the important interactions between people and
66 their environment.

67 Finally, students will be able to develop chronological thinking by creating and

68 utilizing timelines that document events and developments that changed the
69 course of California history such as pre-Columbian settlements, European
70 settlement, the mission period, the Mexican-American War, the Bear Flag
71 Republic, the Gold Rush, California's admission to statehood in 1850, and the
72 state's rapid growth in the twentieth century. Most importantly, as students delve
73 into various topics and inquiries throughout the year, they should be encouraged
74 to see the big picture and understand a broader historical context rather than
75 simply understanding discrete events and people as isolated features of the past.
76 Teachers can facilitate a broader contextual explanation of California's history by
77 asking investigative and interpretive questions over the course of the year. These
78 questions can include: **When did California grow?** a question that can be
79 explained in demographic, geographic, and economic terms, for example.
80 Students can also consider fundamental questions that help define and
81 understand their home, such as, **Who lived in California? Who led California?**
82 and **How did the state change when it became a state?**

83

84 **Physical and Human Geographic Features that Define California**

85 • How do climate and geography vary throughout the state? How do these
86 features affect how people live?
87 By the fourth grade, students' geographic skills have advanced to the point
88 where they can use maps to identify latitude and longitude, the poles and
89 hemispheres, and plot locations using coordinates. Students locate California on
90 the map and analyze its location on the western edge of North America,

91 separated from the more densely settled parts of the American heartland by
92 mountains and wide desert regions, and understand that California, like much of
93 the West, is arid; fresh water is a scarce commodity. They learn to identify the
94 mountain ranges, major coastal bays and natural harbors, and expansive river
95 valleys and delta regions that are a part of the setting that has attracted
96 settlement for tens of thousands of years. During their study of California history,
97 students will use maps, charts, and pictures to describe how California
98 communities use the land and adapt to it in different ways. As they examine
99 California's physical landscape, students should be encouraged to ask and
100 answer questions about the role of geographic features in shaping settlement
101 patterns, agricultural development, urbanization, and lifestyle in the state. For
102 example, students can investigate the relationship between climate and
103 geography and day to day human activity with questions like this: **How does the**
104 **natural environment affect the type of house you build and how many**
105 **neighbors you have?** or, **How does the environment affect the type and**
106 **quantity of food you eat?**

107 The study of geography is a natural place to integrate technology into the
108 classroom. Students may use Google Earth to zoom in to view regions and
109 landmarks or might annotate a map of California with their ongoing notes about
110 geographic features with an app such as ThingLink.

111 Teachers who wish to design Interdisciplinary or problem-based learning units
112 may connect the study of geography to the *Next Generation Science Standards*
113 through an essential question like: **How does climate, natural resources, and**

114 **landforms affect how plants, animals, and people live?** As students study the
115 major regions of California, they might also explore how rainfall helps to shape
116 the land and affects the types of living things found in a region as part of this
117 larger question.

118

119 **Pre-Columbian Settlements and People**

120 • What was life like for native Californians before other settlers arrived?
121 • How did the diverse geography and climate affect native people?
122 California has long been home to American Indian peoples; there is
123 archaeological evidence of indigenous populations extending back to at least
124 9,000 years BC. The area they inhabited was home to the widest range of
125 environmental diversity in North America, from rainy Redwood forests in the
126 north, arid deserts in the east, a cooler Mediterranean climate along the coast,
127 prairie grassland in the Central Valley, and the “cold forest” climate of the Sierra
128 mountain range.

129 In 1768, approximately 300,000 Indians lived in California. Like the natural
130 environment, the native population was also remarkably diverse, in part because
131 of the region’s challenging topography, which made it difficult for people to travel
132 great distances and thus kept many groups isolated. For example, at least 90
133 different languages were spoken by California Indians. Housing varied
134 dramatically, and was usually reflective of the local environment, from sturdy
135 redwood structures in the northwest, to homes constructed from bulrushes (tule)
136 in the southern central valley or redwood bark and pine in the foothills. And while

137 many tribes lived in small dispersed villages, there were examples of relatively
138 high population density, such as settlements of up to 1,000 people living along
139 the Santa Barbara Coast. To develop students' understanding of how the
140 geography and climate impacted the lives of the California Indians, a teacher
141 might pose a question like: **Why did the houses of the California Indians vary**
142 **so much?** The teacher might identify two regions such as the Northwest and the
143 Southern California desert and ask students to examine a variety of maps
144 including physical, rainfall, and natural resources and make inferences about the
145 types of homes that might have been built in that area using the maps as
146 evidence. The students can then continue their investigation by reading a variety
147 of available sources to corroborate their interpretation.

148 Students learn about the social organization, beliefs, and economic activities
149 of California Indians. Tribes were not unified politically; kinship was the most
150 important form of social organization, with many communities organized through
151 patrilocal lineage. Social life for many California Indians centered on the
152 temescal, or sweathouse, where men gathered in the evenings for several hours
153 often with ritual purposes before hunts or ceremonies. Shamanism, or the belief
154 in spiritual healing, was nearly universal among California Indians, though their
155 uses and specialties varied by region. In the north, for example, shamans were
156 often women, whereas in other parts of the state they were usually men. Some
157 shamans specialized as snake doctors who treated rattlesnake bites. Other
158 shamans were known as Bear Doctors, who dressed themselves in bearskins
159 and claimed to literally transform themselves into a much feared and admired

160 grizzly who sniped at opposing groups. Studying California Native cultures
161 through art can be engaging and helpful for students, but teachers should be
162 cautioned against role-playing, simulations, and drama as these sorts of activities
163 can easily be perceived as insensitive.

164 Most California Indians practiced hunting and gathering because the natural
165 environment offered a rich abundance of food; few engaged in horticulture.
166 However, the tribes did have an impact on the natural environment. Students
167 study the extent to which early people of California depended on, adapted to, and
168 modified the physical environment by controlled burning to remove underbrush,
169 cultivation and replanting of gathered wild plants, the use of sea and river
170 resources. In their study of indigenous peoples, students can consider man's
171 complex relationship with the natural environment, by considering the questions
172 that can be derived from California Environmental Principle I, such as **What**
173 **natural resources are necessary to sustain human life?** Contemporary cities
174 and densely settled areas frequently are located in the same areas as these
175 early American Indian settlements, especially on the coasts where rivers meet
176 the sea. In analyzing how geographic factors have influenced the location of
177 settlements, then and now, students have an opportunity to observe how the past
178 and the present may be linked by similar dynamics. (For additional resources,
179 see EEI Curriculum Unit California Indian People and Management of Natural
180 Resources 4.2.1).

181

182 **European Exploration and Colonial History**

183 • Why did Europeans come to California? [What were the expected benefits](#)

184 [and what were the opportunity costs?](#)

185 • How did European explorers change the region?

186 • How did the region's geography impact settlement?

187 In this unit students learn about the Spanish exploration of the New World and

188 the colonization of New Spain. They review the motives for colonization,

189 including rivalries with other imperial powers such as Britain and Russia, which

190 brought Spanish soldiers and missionaries northward from Mexico City to Alta

191 California. Timelines and maps that illustrate trends and turning points during

192 these years can help students develop a sense of chronology and geography.

193 Timelines can be especially helpful in highlighting significant gaps between the

194 years of initial exploration and later permanent efforts at Spanish colonization.

195 The stories of Junipero Serra, Juan Crespi, Juan Bautista de Anza, and Gaspar

196 de Portolá are told as part of this narrative. Students learn about the presence of

197 African and Filipino explorers and soldiers in the earliest Spanish expeditions by

198 sea and land. The participation of Spaniards, Mexicans, Indians from northern

199 Mexico, and Africans in the founding of the Alta California settlements are also

200 noted. Students can use the stories of individual explorers and settlers to connect

201 to broader historical questions and themes like, **Why did people come to**

202 **California? What were the expected benefits? What were the opportunity**

203 **costs? What was the region like when they arrived? and How did they**

204 **change it?** In mapping the routes and settlements of these diverse explorers,

205 students observe that access to California was difficult because of the physical

206 barriers of mountains, deserts, and ocean currents and also due to the closing of
207 land routes by Indians defending their territories from foreigners.

208

209 **Missions, Ranchos, and the Mexican War for Independence**

210 • Why did Spain establish missions? [What were their goals?](#) And how did
211 they gain control?

212 • [How did the missions, presidios, and ranchos depend on each other?](#)

213 • How were people's lives affected by missions?

214 • How did the region change because of the mission system?

215 After studying both indigenous life in California and the motivations and

216 practices of European explorers to the new world, students investigate what

217 happens when two different cultures intersect: **What impact did this encounter**

218 **have upon Native peoples, Spanish missionaries and military, the Spanish /**
219 **Mexican settler population, and California's natural environment?**

220 To secure the northwestern frontier of New Spain, King Charles III began

221 colonizing California in 1769. While soldiers arrived to defend the territory,

222 Franciscan missionaries came to convert native peoples to Christianity. Initially,

223 missions attracted many Indians who were impressed by the pageantry and

224 material wealth of the Catholic Church. Over time, as Spanish livestock depleted

225 traditional food sources and the presence of the Spanish disrupted Indian village

226 life, many other Indians arrived at the missions seeking a reliable food supply.

227 Once Indians converted to Catholicism, missionaries and presidio soldiers

228 conspired to forcibly keep the Indians in residence at the missions. In addition to

229 their agricultural labor at the missions, Indians contracted with Presidio
230 commanders to build presidio fortresses. Cattle ranches and civilian pueblos
231 developed around missions, often built by forced Indian labor. Spanish culture,
232 religion, and economic endeavors, combined with indigenous peoples and
233 practices, all converged to shape the developing society and environment during
234 Spanish-era California.

235 With so few colonists, Spanish authorities believed they could transform
236 Indian peoples into loyal Spanish subjects by converting them to Christianity,
237 introducing them to Spanish culture and language, and intermarriage. The
238 introduction of Christianity affected native peoples, many of whom combined
239 Catholicism with their own belief systems. Vastly outnumbered by native peoples,
240 missionaries relied on some Indian leaders to help manage the economic,
241 religious, and social activities of the missions. Colonists introduced European
242 plants, agriculture, and a pastoral economy based mainly on cattle. (This unit of
243 study may allow for the teaching of the Environmental Principles and Concepts
244 (see Appendix F)). Under the guidance of Fray Junipero Serra 54,000 Indians
245 became baptized at the missions where they spent anywhere from two to fifty
246 weeks each year laboring to sustain the missions.

247 The historical record of this era remains incomplete due to the limited
248 documentation of Native testimony, but it is clear that while missionaries brought
249 agriculture, the Spanish language and culture, and Christianity to the native
250 population, American Indians suffered in many California missions. The death
251 rate was extremely high; during the mission period the Indian population

252 plummeted from 72,000 to 18,000. This high death rate was due primarily to the
253 introduction of diseases for which the native population did not have immunity, as
254 well as the hardships of forced labor and separation from traditional ways of life.
255 Moreover, the imposition of forced labor and highly structured living
256 arrangements degraded individuals, constrained families, circumscribed native
257 culture, and negatively impacted scores of communities. Nonetheless, within
258 mission communities, Indian peoples reconstituted their lives using Catholic
259 forms of kinship—the *compadrazgo* (god parentage)—to reinforce their
260 indigenous kinship relations. Owing to missionaries' dependence on Indian
261 leaders (*alcaldes*) to manage mission affairs, elders who exerted political
262 authority in their Indian villages often assumed positions of leadership in the
263 missions. Mission orchestras and choirs provided yet one more avenue for Indian
264 men to gain positions of importance in the missions. Some mission Indians
265 sought to escape the system by fleeing from the padres, while a few Indians
266 openly revolted and killed missionaries. Sensitizing students to the various ways
267 in which Indians exhibited agency within the mission system provides them with a
268 more comprehensive view of the era. It also allows students to better understand
269 change and continuity over time, as well as cause and effect. For example,
270 students can frame their understandings of the mission system by considering,
271 **How did the lives of California Indians change during the Mission Period?**
272 **How did they stay the same?**
273 California's missions, presidios, haciendas, and pueblos should be taught as
274 an investigation into the many groups of people that were affected by them and

275 the interdependence of these groups. Sensitivity and careful planning are needed
276 to bring the history of this period to life. A mission lesson should emphasize the
277 daily lives of the native population, the Spanish military, the Spanish/Mexican
278 settler population, and the missionaries. The teacher might begin the lesson by
279 asking students: **How were peoples' lives different groups affected by**
280 **missions?** The teacher may wish to focus on a specific mission if it is nearby
281 and can provide resources, or he/she can focus broadly on the impact of them
282 throughout the region. Once students have learned that they will investigate the
283 multiple perspectives of people who lived during the mission period, the teacher
284 presents carefully-selected primary and secondary sources, as well informational
285 texts written for children that provide information and context about each of the
286 groups of people. Teachers can use literature, journals, letters, and additional
287 primary sources that can be drawn from the local community to provide
288 information about the mission. These sources can be challenging for all reading
289 levels, so it is important for teachers to excerpt and support students when
290 reading dense primary-source texts by providing them with vocabulary support,
291 and making the sources accessible to all learners with literacy strategies.

292 In selecting sources and directing students' investigations, attention should
293 focus on the daily experience of missions rather than the building structures
294 themselves. Building missions from sugar cubes or popsicle sticks does not help
295 students understand the period and is offensive to many. Instead, students
296 should have access to multiple sources that identify and help children understand
297 the lives of different groups of people who lived in and around missions, so that

298 students can place them in a comparative context. Missions were sites of conflict,
299 conquest, and forced labor. Students should consider cultural differences, such
300 as gender roles and religious beliefs, in order to better understand the dynamics
301 of Native and Spanish interaction. Students should analyze the impact of
302 European diseases upon the indigenous population. And as much as possible,
303 students should be encouraged to view sources that represent how missionaries
304 viewed missions and how natives lived there, and the role of the
305 Spanish/Mexican settler population in facilitating the system. In addition to
306 examining the missions' impact on individuals, students should consider its
307 impact on the natural environment. The arrival of the Spanish, along with their
308 imported flora and fauna, catalyzed a change in the region's ecosystem as well
309 as its economy. What had once been a landscape shaped by hunter-gatherer
310 societies became an area devoted to agriculture and the distribution of goods
311 throughout the Spanish empire. Students can analyze data about crop production
312 and livestock in order to better understand how people used the land and
313 intensified the use of its natural resources. (See EEI Curriculum Unit, Cultivating
314 California 4.2.6.)

315 The Mexican War for Independence (1810-1821) ultimately resulted in the
316 end of Spanish rule, and with it, the mission system in California. Criticism of the
317 mission system led to a campaign to secularize the missions as early as the late
318 1700s, when the region was still under Spanish rule. Secularization was never
319 formally instituted, however, until the new Mexican Republic, established in 1823,
320 began to liquidate and redistribute mission lands through land grants to

321 Californios in 1834. Native Californians were supposed to receive half of the
322 mission land, but many did not receive the land they were promised.
323 After independence, Mexico opened California to international commerce.
324 This development attracted merchants, traders, and sailors arrived from the
325 United States and England. During this era, California's population grew in size
326 and diversity. The Spanish government established only about 20 land grants.
327 During the era of Mexican rule, however, the government distributed about 500
328 land grants to individuals. A number of European and American immigrants also
329 acquired land grants from the Mexican government during, including John A.
330 Sutter.

331

332 **The Gold Rush and Statehood**

333 • How did the discovery of gold change California?
334 • [How did prospective California migrants use cost-benefit analysis to decide](#)
335 [whether to come to California or not?](#)
336 • How did California become part of the United States?
337 • [Why did people come to California?](#)
338 With awareness of the physical barriers of the California landscape, students
339 survey the travels of Jedediah Smith, James Beckwourth, John C. Fremont,
340 Christopher "Kit" Carson, and early pioneer families such as the Bidwell and
341 Donner parties. Students learn about the hardships of the overland journey. They
342 might identify many of the push and pull factors [or expected benefits and](#)
343 [opportunity costs](#)—that motivated people in the United States and in other parts of

344 the world to endure the challenges of migrating and decide to move to California.

345 As more American immigrants began to arrive in California in the 1840s,

346 Mexico was struggling with a brewing border dispute along the Rio Grande River

347 in Texas. At the same time, United States President James K. Polk desired the

348 rich fertile lands of California for the United States. Word of the Mexican—

349 American War being declared in 1846 was slow in reaching California. By then,

350 the troubles between American settlers and Mexicans had begun in earnest. A

351 band of rowdy Americans revolted in June 1846 and took over the city of

352 Sonoma and jailed the Mexican governor, Mariano Guadalupe Vallejo. They

353 raised the Bear Flag for the first time in California. Acting on information that the

354 English and Russians were planning to move in, the American Commodore John

355 Drake Sloat anchored in Monterey, the capital of Alta California, and raised the

356 American flag. Sloat and his crew met no resistance from those living in

357 Monterey. Approximately one-third of the northern half of Mexico, including

358 California, became part of the United States after the United States defeated

359 Mexico in the Mexican–American War of 1846–1848.

360 Unfortunately for Mexico, just as the war was ending, James Marshall

361 discovered a little nugget of gold in California. Students study how the discovery

362 of gold and the spread of its news throughout the world affected the multicultural

363 aspects of California’s population. Applying cost-benefit analysis, ~~s~~ Students can

364 compare the long overland route over dangerous terrain to the faster sea route,

365 either via Panama or around Cape Horn. Teachers can read aloud excerpts from

366 Richard Henry Dana, Jr.’s *Two Years Before the Mast*. The arrivals of Asians,

367 Latin Americans, and Europeans are included as part of this narrative. Students
368 can also explore how the gender imbalance between women and men in
369 California during the gold rush era allowed women who wished to participate in
370 the gold rush to pass as men and led to a number of men to take on women's
371 roles. To bring this period to life, students can sing the songs and read the
372 literature of the day, including newspapers. They might dramatize a day in the
373 goldfields and compare the life and fortunes of a gold miner with those of traders
374 in the gold towns and merchants in San Francisco. Students might also read
375 historical fiction, such as *By the Great Horn Spoon* by Sid Fleischman which will
376 provide an opportunity to incorporate the CCSS Reading Literature standards
377 and allow students to contrast historical fiction with primary sources, secondary
378 sources, and other informational texts. Students may learn how historical fiction
379 makes the story of history come alive but should learn about the problems of
380 using historical fiction as the sole sources of information about a subject or time
381 period.

382 Students may also read or listen to primary sources that both illustrate gender
383 and relationship diversity and engage students' interest in the era, like Bret
384 Harte's short story of "The Poet of Sierra Flat" (1873) or newspaper articles about
385 the life of the stagecoach driver Charley Parkhurst, who was born as a female
386 but who lived as a male, and who drove stagecoach routes in northern and
387 central California for almost 30 years. Stagecoaches were the only way many
388 people could travel long distances, and they served as a vital communication link
389 between isolated communities. Parkhurst was one of the most famous California

390 drivers, having survived multiple robberies while driving (and later killing a thief
391 when he tried to rob Parkhurst a second time). Students also learn about women
392 who helped to build California during these years, such as Bernarda Ruiz, María
393 Angustias de la Guerra, Louise Clapp, Sarah Royce, and Biddy Mason, as well
394 as the participation of different ethnic groups who came to the state during this
395 period, such as those from Asia, Latin America, and Europe, as well the eastern
396 part of the United States.

397 Students consider how the Gold Rush changed California by bringing sudden
398 wealth to the state; affecting its population, culture, and politics; and instantly
399 transforming San Francisco from a small village in 1847 to a bustling city in 1849.

400 The social upheaval that resulted from the lure of gold and massive immigration
401 caused numerous conflicts between and among social groups. The mining
402 camps were one site of conflict, as miners of different ethnicities and races
403 fought for access to wealth. American miners fared best, as California introduced
404 a foreign miners tax on non-Americans. Students can read some of the many
405 stories about the California mining camps and explore the causes and effects of
406 conflict in the camps by expressing their ideas in letters to the editor of an 1850s
407 newspaper, or creating virtual museum exhibits about life in a California mining
408 camp.

409 Another clear example of conflict during the Gold Rush era and early
410 statehood was the loss of property and autonomy for many of the state's earlier
411 Mexican and Indian residents. In addition, great violence was perpetrated against
412 many Indian groups who occupied land or resources that new settlers desired.

413 Additional harm came by way of the Indian Indenture Act of 1850, which forced
414 many Indians – mostly Indian youth – into servitude for landowners. The Gold
415 Rush also caused irreparable environmental destruction through the introduction
416 of hydraulic mining in the 1850s, which clogged and polluted rivers throughout
417 the state, at great cost to the farmers affected downstream. Examining the
418 development of new methods to extract, harvest, and transport gold during this
419 period allows students to see direct interactions between natural systems and
420 human social systems (California Environmental Principle II), See EEI Curriculum
421 Unit Witnessing the Gold Rush 4.3.3).

**Grade Four Classroom Example: The Gold Rush (Integrated ELD,
ELA/Literacy, and California History–Social Science)**

Mr. Duarte's fourth-grade students have engaged in a variety of experiences to learn about the California Gold Rush. As they investigated the question: **How did the discovery of Gold change California?** they read from their history text and other print materials, conducted research on the Internet and presented their findings, wrote scripts and dramatically enacted historic events for families and other students, participated in a simulation in which they assumed the roles of the diverse individuals who populated the region in the mid-1800's, and engaged in numerous whole-group and small-group discussions about the times and the significance of the Gold Rush in California's history. In particular, students were encouraged to consider the Gold Rush's impact on the state's size and diversity of population, economic growth, and regional environments.

Today, Mr. Duarte engages the students in an activity in which they explain and summarize their learning through the use of a strategy called “Content Links.” He provides each student with an 8.5 x 11" piece of paper on which a term they had studied, encountered in their reading, and used in their writing over the past several weeks is printed. The words include both general academic and domain-specific terms, such as **hardship, technique, hazard, profitable, settlement, forty-niner, prospector, squatter, pay dirt, claim jumping, bedrock, and boom town**, among others. He distributes the word cards to the students and asks them to think about the word they are holding. What does it mean? How does it relate to the impact of the Gold Rush on California’s economy, population, and/or environment?

To support his English learner (EL) students, most of who are at the late Emerging and early Expanding level of English language proficiency, and other students, Mr. Duarte encourages the class to take a quick look at their notes and other textual resources for their terms in the context of unit of study. Then, Mr. Duarte asks the students to stand up, wander around the classroom, and explain their word and its relevance to the study of the Gold Rush to several classmates, one at a time. This requires the students to articulate their understandings repeatedly, which they likely refine with successive partners, and they hear explanations of several other related terms from the unit of study. In addition, Mr. Duarte anticipates that hearing the related terms will also help the students to expand their understanding about their own terms and that they will add the new

terms to their explanations as they move from one partner to another.

The students are then directed to find a classmate whose word connects or links to theirs in some way. For example, the words might be synonyms or antonyms, one might be an example of the other, or both might be examples of some higher-order concept. The goal is for the students to identify some way to connect their word with a classmate's word. When all of the students find a link, they stand with their partner around the perimeter of the classroom. He then provides the students with a few moments to decide how they will articulate to the rest of the class how their terms relate. To support his EL students at the Emerging level of English language proficiency and any other student who may need this type of support, he provides an open sentence frame (Our terms are related because ____.). He intentionally uses the words “connect,” “link,” and “related” to provide a model of multiple ways of expressing the same idea.

Mr. Duarte invites the students to share their words, the word meanings, and the reason for the link with the whole group. David and Susanna, who hold the terms **pay dirt** and **profitable**, volunteer to start. They explain the meanings of their words in the context of the subject matter and state that they formed a link because both terms convey a positive outcome for the miners and that when a miner hits pay dirt it means he will probably have a good profit. Finally, the students discuss how these terms relate to their larger study on the impact of the Gold Rush on California.

As pairs of students share with the whole group their word meanings and the

reasons for their connections, Mr. Duarte listens carefully, asks a few clarifying questions, and encourages elaborated explanations. He invites others to listen carefully and build on the comments of each pair. After all pairs have shared their explanations with the group, Mr. Duarte inquires whether any student saw another word among all the words that might be a good link for their word. Two students enthusiastically comment that they could have easily paired with two or three others in the room and they tell why. Mr. Duarte then invites the students to "break their current links" and find a new partner. Students again move around the classroom, talking about their words, and articulating connections to the concepts represented by the other words. Mr. Duarte happily observes that through this activity students not only review terms from the unit but also deepen their understandings of the overall significance of such a dramatic and far-reaching event.

CA HSS Standards: 4.3 3, 4.4.2

CA HSS Analysis Skills (K–5): Historical Interpretation 1

CA CCSS for ELA/Literacy: RI.4.4, SL.4.1, L.4.6

CA ELD Standards: ELD.PI.4.1, 11a, 12a; ELD.PII.4.5

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423 In discussing California statehood, students should consider the link between
424 California's bid to join the Union with the controversy over slavery expansion in
425 the United States. California played an important role in the Compromise of
426 1850, which signaled Congress' desire to balance slave and non-slave
427 representation in government, but also in many ways foreshadowed the

428 impending crisis of the Civil War. Students may discuss a number of questions
429 related to California's statehood and the nation's Civil War. For example,
430 students might consider, whether gold from California helped the Union win the
431 war, how individual Californians supported the war effort, and the role of the
432 California Brigade in the Battle of Gettysburg. Comparisons can also be made
433 between governments during the Spanish and Mexican periods and after
434 California became a state. California's state constitution and the government it
435 created are introduced here, and discussed in further detail in the last unit at the
436 end of the course. The 1849 California Constitution established three branches
437 for the state government: the executive, which includes the governor and related
438 appointees; the legislative, which includes the state Assembly and Senate; and
439 the judicial, which includes the state Supreme Court and lower courts.

440

441 **California as an Agricultural and Industrial Power**

442 • How did California grow after it became a state?
443 • Why did people choose to move to California in the last half of the
444 nineteenth century? [What were the expected benefits and what were the](#)
445 [opportunity costs?](#) And why did some Californians oppose migrants?
446 • What role did immigrants play in California's economic growth and
447 transportation expansion?
448 • Why was water important to the growth of California?
449 The years following 1850 brought a transportation revolution, increased
450 diversity, and agricultural and industrial growth to California. The Pony Express,

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451 the Overland Mail Service, and the telegraph service linked California with the
452 East. The completion of the transcontinental railroad in 1869 linked California
453 with the rest of the nation. With the help of topographic maps and Mary Anne
454 Fraser's *Ten Mile Day*, students can follow the Chinese workers who forged
455 eastward from Sacramento through the towering Sierra Nevada Mountains,
456 digging tunnels and building bridges with daring skill. They then meet the "sledge
457 and shovel army" of Irish workers who laid the tracks westward across the Great
458 Plains. Completion of the railroad and newly built seaports increased trade
459 between Asia and eastern cities. They also brought thousands of new settlers to
460 California, including the Wakamatsu Tea and Silk Colony from Japan. Students
461 analyze contributions of Chinese and Japanese laborers in the building of early
462 California's mining, agricultural and industrial economy and consider the impact
463 of various anti-Asian exclusion movements. Hostilities toward the large Chinese
464 labor force in California grew during the 1870s leading to the Chinese Exclusion
465 Act of 1882 and future laws to segregate Asian Americans and regulate and
466 further restrict Asian immigration. The Gentlemen's Agreement in 1907, singling
467 out Japanese immigrants, further limited Asian admissions to the United States.
468 Students examine the various ways that Asian Americans resisted segregation
469 and exclusion while struggling to build a home and identity for themselves in
470 California. In explaining a charged and sensitive topic like exclusion, teachers
471 should emphasize the importance of perspective and historical context. Using
472 multiple primary sources in which students investigate questions of historical
473 significance can both engage students and deepen their understanding of a

474 difficult and complex issue. Historical fiction such as Laurence Yep's *Dragon*
475 *Gate* might also be utilized. To help guide their investigation, students may
476 consider: **Why did people migrate?** What were the expected benefits and
477 what were their opportunity costs? Describe the human capital of some
478 migrants that allowed them to leave their homes and venture into an
479 unknown land. **Why did some of these migrants face opposition and**
480 **prejudice?**

481 As the state's population continued to expand at the turn of the century,
482 students examine the special significance of water in a state in which agricultural
483 wealth depends on cultivating dry regions that have longer growing seasons and
484 warmer weather than much of the rest of the nation. Students study the
485 geography of water, the reclamation of California's marshlands west of the Sierra
486 Nevada, and the great engineering projects that bring water to the Central Valley
487 and the semiarid south. The invention of the refrigerated railroad car opened
488 eastern markets to California fruit and produce. Students also examine the
489 continuing conflicts over water rights.

490 As California became home to diverse groups of people, its culture reflected a
491 mixture of influences from Mexico; Central America; South America; eastern,
492 southern, and western Asia; and Europe. Students can compare the many
493 cultural and economic contributions these diverse populations have brought to
494 California and can make the same comparisons for California today. Students
495 can conduct research using the resources of local historical societies and
496 libraries to trace the history of their own communities.

Grade Four Classroom Example: Statehood and Immigration to California

During the first half of the school year, students in Gust Zagorites' fourth grade classroom have participated in a number of shared inquiries initiated and guided by Mr. Z. The students are now ready to do more self-directed research. To initiate the project, students are asked to explore a variety of resources including timelines, primary sources, informational books, and websites about the contributions of various groups that came to California during and after the gold rush. Students are encouraged to take notes, write questions, and think about a topic that they are interested in exploring further.

Mr. Z's students are then tasked with picking a topic and asking a question of historical significance about that topic. Mr. Z helps them with this task, by providing sample questions, such as, "Why was this person or group important to California's growth?" "How did this person contribute to the state?" and "How did this person change California?", and providing feedback on those questions students develop independently.

After students have developed their questions, Mr. Z helps his students collect two or three sources related to the topic, including at least one primary source. He directs his students to collect and document bibliographic information about the sources as well and think about the number and quality of sources.

As his students read and analyze the sources, Mr. Z asks them to develop an explanation that answers their research question, utilizing information from the multiple sources as evidence. Students then write an informational article,

synthesizing the information and creating a visual representation to go along with the article. The articles include both an explanation of the person or group under study (the who, what, when, where of the topic), and an explanation of why the person or group under study is important. In other words, how did this place or person connect to the larger history of the state?

As his students complete their individual articles, Mr. Z's whole class draws from their projects to create an opening “big picture” article, a timeline for the magazine, a table of contents, and a cover of the magazine that captures the theme or themes of the individual articles.

CA HSS Standards: 4.3, 4.4

CA HSS Analysis Skills (K-5): Research, Evidence, and Point of View 2,
Historical Interpretation 1

CA CCSS for ELA/Literacy: RI.4.3, RI.4.9, W.4.2, W.4.6, W.4.7, W.4.9b

CA ELD Standards: ELD.PI.4.7, 10a, 10b

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498 **California In a Time of Expansion**

499 • How did the state government form? Who held power in the state?

500 • What was life like for California's increasingly diverse population at the
501 end of the nineteenth and beginning of the twentieth century?

502 • How did the intercontinental railroad and other technological advances change the ← Formatted: Tab stops: Not at 0.5"
consumption and production patterns of Californians?

503
504 California's population and industry expanded in the years after statehood,
505 bringing new challenges and opportunities to the state. In 1879 the state

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506 produced a new constitution aimed at reforming some of the problems of
507 corporations that dominated the state (such as arbitrary freight rates imposed by
508 the railroads). This extremely long 1879 state constitution (which the state still
509 has today) established a number of state agencies, provided for independent
510 universities, restricted Chinese labor, eased the farmer's tax burden, and
511 explicitly granted women property ownership rights, among many other things.
512 Despite the intended reforms, corporations – namely the Southern Pacific
513 Railroad – continued to use their power and money to influence policy makers.
514 Corruption was rampant in California politics; in response, Californians elected
515 the Progressive Hiram Johnson in 1911, and supported such reforms as the
516 initiative, referendum, and recall; bans on gambling, prostitution, and alcohol; as
517 well as the woman suffrage amendment in 1911; and railroad regulation. This era
518 in California history marks an important shift when citizens decided that they
519 have a right and responsibility to directly fix political problems.

520 Through their studies, students understand the importance of people in
521 supporting and driving this extensive growth, and how the state became a
522 magnet for migrants of all types. Teachers may want to introduce the concept of
523 contingency (the idea that events in the past were not inevitable or preordained)
524 to students: **Did California's growth have to happen the way it did? What**
525 **conditions fostered the state's rapid expansion?** Students learn about the
526 role of immigrants, including Latino and Filipino Americans, in the farm labor
527 movement. They also should study migrants, most famously portrayed as Great
528 Depression-era Dust Bowl Migrants in the literary and journalistic works of John

529 Steinbeck and the photography of Dorothea Lange. In addition, students learn
530 about the role of labor in agriculture and industry through studying teamsters and
531 other labor unions. The work projects of the Great Depression - the Central
532 Valley Project and the Hoover Dam – also created the infrastructure for California
533 industry and growth once the economy began to recover. [Students learn about](#)
534 [the functions of banks and study the role of A.P. Giannini in the development of](#)
535 [banking after the 1906 earthquake.](#)

536

537 Students learn about other important developments in the push-and-pull of
538 California's civil rights history in this period. During the economic collapse of the
539 Great Depression, government officials and some private groups launched
540 massive efforts to get rid of Mexicans and Filipinos in California, citing federal
541 immigration law, the need to save jobs for "real Americans," and a desire to
542 reduce welfare costs. The resulting repatriation drives were done in violation of
543 individual civil rights. Scholars estimate at least one million Mexican Nationals
544 and Mexican Americans were deported from the United States to Mexico;
545 approximately 400,000 of these were from California. Many of those who were
546 illegally "repatriated" returned home during World War II, joining the armed
547 services and working in the defense industry. In 2005, the California State
548 Legislature passed SB 670, the "Apology Act for the 1930s Mexican Repatriation
549 Program," issuing a public apology for the action and authorizing the creation of a
550 public commemoration site in Los Angeles. In addition, in 1935, Congress
551 passed the Filipino Repatriation Act which paid for transportation for Filipinos

552 who agreed to return permanently to their home country. Students can compare
553 these Depression-era events to the institution of the Bracero Program in 1942,
554 which brought Mexicans back into California (and other parts of the US) to supply
555 farm labor during WWII.

556 World War II was a watershed event in California. By the end of the war,
557 California would be the nation's fastest growing state, and the experience of war
558 would transform the state demographically, economically, socially, and politically.
559 California played a huge role in America's successful war effort. The number of
560 military bases in the state increased from 16 to 41, more than those of the next 5
561 states combined. The defense-related industries became critical to California's
562 economy, helping drive other sorts of development such as the manufacturing
563 sector and the science-technology establishment. These jobs drew enormous
564 numbers of migrants from other parts of the country, provided good jobs to
565 women and African-Americans, and spurred the creation of expansive suburbs,
566 highways, and shopping complexes. The state's growing economy and
567 population caused enormous stress on the environment, leading to serious
568 issues of air and water pollution, loss of farmland, and loss of important wetlands
569 and bay waters through in-fill. Meanwhile, the stresses of war led to acts of
570 prejudice and racism, including the Zoot Suit Riots of 1943 when American
571 servicemen attacked Hispanics in Los Angeles, and the internment of Japanese-
572 Americans during World War II.

573

574 **California in the Postwar Era: Immigration, Technology, and Cities**

575 • How did California grow in the second half of the twentieth century

576 compared to how it had grown for the previous one hundred years?

577 • Who came to California? And what was life like for newly arrived migrants

578 as opposed to people who had lived in the state for many years?

579 Students in grade four learn about the development of present-day California

580 with its urbanized landscape, commerce, large-scale commercial agriculture,

581 entertainment and communications industries, the aerospace industry in

582 Southern California, and computer technology in the Silicon Valley. Students also

583 consider the important trade links to nations of the Pacific Basin and other parts

584 of the world. Since the beginning of World War II, California changed from an

585 underdeveloped, resource-producing area to the 8th largest economy in the

586 world. an industrial giant. Students analyze how California's industrial

587 development was strengthened after World War II by the building of an extensive

588 freeway system, which in turn led to the demise of the inter-urban railway

589 system, and extensive suburbs to house the growing population in proximity to

590 urban work centers. The extension of water projects, including canals, dams,

591 reservoirs, and power plants, supported the growing population and its

592 expanding need for electrical power and drinking and irrigation water. Students

593 examine the impact of these engineering projects on California's wild rivers and

594 watersheds and the long-term consequences of California's heavy demand

595 overdraft on its ground water resources. To understand these large-scale shifts in

596 historical context, students can return to broader framing questions from earlier in

597 the year: **Why did people come to California? How did people shape their**

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598 **environments? and How and why did the state grow?**

599 A flood of new residents seeking work arrived during and after World War II,
600 establishing an increasingly heterogeneous population and laying the
601 groundwork for important civil rights activism in the state. For instance, in the
602 arena of agricultural labor, students will learn how Cesar Chavez, Dolores
603 Huerta, and the United Farm Workers, through nonviolent tactics, educated the
604 general public about the working conditions in agriculture and led the movement
605 to improve the lives of farmworkers. [After learning about Chavez, students can](#)
606 [write an essay evaluating the human capital that allowed him to accomplish his](#)
607 [goals.](#) To extend students' learning and involve them in service connected to
608 Chavez's values, students might plan a celebration for or participate in a local
609 Cesar Chavez Day (March 31) observance or activities. Students can also study
610 the famous court case *Mendez v. Westminster* (1947), predecessor to *Brown v.*
611 *Board of Education* (1954) that banned the segregation of Mexican students;
612 student activism at San Francisco State University and UC Berkeley in the 1960s
613 that forced the recognition of Asian American identity and history; the occupation
614 of Alcatraz by California Indians in 1969-1971; and the emergence of the nation's
615 first gay rights organizations in the 1950s. In the 1970s, California gay rights
616 groups fought for the right of gay men and women to teach, and, in the 2000s, for
617 their right to get married, culminating in the 2013 and 2015 U.S. Supreme Court
618 decisions *Hollingsworth v. Perry* and *Obergefell v. Hodges*.
619 California also developed a public education system, including universities
620 and community colleges, which became a model for the nation. Students can

621 learn about how education has historically opened new opportunities for
622 immigrant youths as well as native-born residents. They analyze how California's
623 leadership in computer technology, science, the aerospace industry, agricultural
624 research, economic development, business, and industry depends on strong
625 education for all.

626 Students explore the relationship between California's economic and
627 population growth in the twentieth century and its geographic location and
628 environmental factors. They determine the push and pull factors for California's
629 dramatic population increase in recent times such as the state's location in the
630 Pacific Basin, the 1965 Immigration Act, which brought a new wave of Asian
631 immigrants from Korea, India, Vietnam, Laos, and Cambodia, in addition to
632 traditional Asian groups of Chinese, Japanese, and Filipino, the 1980 Refugee
633 Act, the reputation of social and cultural freedom in the cities of San Francisco
634 and Los Angeles, and the state's historical ability to absorb new laborers in its
635 diversified economy. They examine California's growing trade with nations of the
636 Pacific Basin and analyze how California's port cities, economic development,
637 and cultural life benefit from this trade. They learn about the contributions of
638 immigrants to California from across the country and globe, such as Dalip Singh
639 Saund, an Indian Sikh immigrant from the Punjab region of South Asia who in
640 1957 became the first Asian American to serve in the United States Congress,
641 Civil Rights activists Cesar Chavez and Dolores Huerta, Tech titans Sergey Brin
642 (Google), and Jerry Yang (Yahoo), and Harvey Milk, a New Yorker who was
643 elected to the San Francisco Board of Supervisors in 1977 as California's first

644 openly gay public official. Students learn of California's continued and growing
645 popularity for immigrants, outpacing even New York, as it incorporates growing
646 numbers of immigrants from Asia, Mexico, Central America, the Caribbean, and
647 every other region of the world. As the above examples of success indicate,
648 some of these immigrants have found opportunity in their new home, but
649 immigrants have also faced intense opposition. In 1986, almost three quarters of
650 California voters approved Proposition 63, which established English as the
651 state's "official language." In 1994, California voters passed Proposition 187 to
652 deny all social services to undocumented residents. Neither proposition went into
653 effect, but the sentiment behind them created, at times, an unwelcome
654 environment for immigrants to California.

655 This unit will conclude with an examination of some of the unresolved
656 problems facing California today and the efforts of concerned citizens who are
657 seeking to address these issues.

658

659 **Local, State, and Federal Governments**

660 • How is the state government organized?
661 • What does the local government do?
662 • What power does the State of California have?
663 • How do ordinary Californians know about their rights and responsibilities
664 in the state and their community?

665 Throughout the fourth grade social studies course there are opportunities to
666 introduce and weave in civic learning so that this last unit serves as a culmination

667 rather than simply a stand-alone “civics unit”. For example, as students study the
668 major nations of California Indians, they can learn about tribal and village rules
669 and laws, analyzing the purpose of a particular rule through the lens of culture,
670 religion, to maintain order, or safety. As students study the Gold Rush era, they
671 could do a simulation of a mining camp where the miners need some structure to
672 govern their everyday lives. Students could think about ways to solve arguments
673 between miners and set up a camp government with a camp council to make
674 rules and laws, a sheriff to enforce them, and a judge to determine if a rule or law
675 has been broken, as examples of legislative, executive, and judicial branches.

676 With that as a foundation, students finish their studies in the fourth grade with
677 a review of the structures, functions, and powers of different levels of
678 government. In the fifth grade, they will study the origins of the U.S. Constitution
679 in depth, but they leave the fourth grade with a clear understanding of what the
680 Constitution is and how it defines the shared powers of federal, state, and local
681 governments. They also gain an understanding of how the California Constitution
682 works, including its relationship to the U.S. Constitution, and the similarities and
683 differences between state, federal, and local governments, including the roles
684 and responsibilities of each. Students describe the different kinds of governments
685 in California, including the state government structures in Sacramento, but also
686 the governments of local cities and towns, Indian rancherias and reservations,
687 counties, and school districts.

688 Students' understanding of state and local government can be enhanced by
689 visiting local courts, city halls, and the State Capitol. This knowledge is an

690 important foundation for the development of the concepts of civic participation
691 and public service that are explored further at later grade levels. To engage
692 children with their local government representatives, students can conclude their
693 study of California with an in-depth examination of one or more current issues
694 that illustrate the role of state or local government in the daily lives of Californians
695 and in particular, members of their own community.

696 **Personal Finance**

697 Students can make a list of things that they buy, create a way to keep track of
698 money spent, demonstrate how to make change, compare prices for the same
699 product from different sources, summarize the advantages and disadvantages of
700 using credit, begin to explore future financial and life goals, learn that people
701 save in financial institutions to earn interest and keep money safe, recognize that
702 all investments have advantages and disadvantages and opportunity costs, and
703 explain liquidity.

704
Grade Four Classroom Example: Local, State, and Federal Governments

Ms. Landeros' fourth grade class is concluding its study of California history by investigating the local, state, and federal government. To engage her students in a difficult topic, Ms. Landeros asks her class to consider the following question: **Who decides what you learn in school?**

The goal of this activity is to provide students with access to primary source documents; to grapple with different pieces of informational text; and to learn that

the state, not the federal government, oversees education. Students begin addressing this question by stating their opinions in small groups. Representatives from each group are asked to first write down and then share their answers with the rest of the class. Ms. Landeros writes down their responses, asks them to highlight any patterns or trends they see and posts the list on the wall.

Next, Ms. Landeros distributes an excerpt (Article 9, Section 1) from the California Constitution and asks them in groups to highlight any words and phrases that offer clues to answer the question (Section 1 highlights the important role of the state legislature in providing for education). Ms. Landeros uses a large chart with three headings: local government (school district, town, city), state (California) government, and federal government (United States). The students are asked to discuss with a partner if there is any information that would help them answer the investigative question. She then charts the students' answers and evidence from the text under the heading of state government.

The students then read a short excerpt from their local school district board rules, a teacher contract, or other local guiding document and again highlight any text that details any power the board might have over what is taught. Next, the students are prompted to discuss what they found and the information is added to the local section of the chart.

Finally, Ms. Landeros distributes or projects an excerpt from Section 8 of the US Constitution that reads "Section. 8. The Congress shall have Power To lay

and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States," and Amendment 10 of the US Constitution.

Ms. Landeros asks her students once again to find places that could answer the question: "Who decides who you learn in school?" (Ms. Landeros is prepared to point out that the federal constitution does not specifically address education, if her students don't recognize this, and to guide their discovery of the fact that education is a state and local power, not federal, which also illustrates the concept of federalism. Before the end of class, students are asked to revisit their answer to the question, "Who decides what you learn in school?" and provide evidence from their reading and chart that the class has constructed.

The following day, students turn their attention to the state government and consider how it works by focusing on a current bill under consideration at the state legislature. Ms. Landeros supports this investigation by providing students with a variety of sources, as appropriate and relevant, such as copies of bills currently pending in the state legislature, and any newspaper articles, summaries, or opinion pieces about the bill. Ms. Landeros also invites representatives from local legislative office to her class. As students interact with the written material and visitors to their class, Ms. Landeros continues to pose questions and provide visuals that help students reflect on how the state works including the roles of state officials and representatives and how a bill becomes a law. She also provides differentiated literacy support for students so that all

children can access the content and inform their thinking.

Ms. Landeros' students conclude their study of government in two ways:

1. Working in groups or individually, students write an essay, taking a position on a particular bill or issue under consideration by explaining the issue to the class, detailing their position, and giving at least one reason for their position. Significant structure and support are provided for some students to complete this, such as sentence starters, graphic organizers for paragraph development, and suggested vocabulary.
2. The students have a reflective conversation. What did they learn about how the state government works? What questions do they have?

CA HSS Standards: 4.5

CA HSS Analysis Skills (K-5): Research, Evidence, and Point of View 2

CA CCSS for ELA/Literacy: RI.4.1, RI.4.9, RF.4.4, W.4.1, W.4.4, W.4.7, W.4.9b, SL.4.1, SL.4.2

CA ELD Standards: ELD.PI.4.1, 2, 6, 10a, 10b, 11; ELD.PII.4.1, 4.2a, 4.2b